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cant—develop in us the power of second sight and third and fourth sight! On the solid foundations of what is common we may learn what is unique [pp. xxiii–xxiv].

The author shows herself to be in touch with the modern literature of child psychology. She presents this in a style which is at once entertaining and clear. The introductory chapter gives a general survey of the recent literature, which will serve as a convenient guide for the further interests of the reader. The book deserves wide reading, and is an excellent example of the careful presentation of accurate technical material in a lucid, popular style. It will doubtless be of more service to the average elementary-school teacher than would many of the more scientific treatments.

Educational reorganization.—One of the outstanding problems confronting educators is that concerning the adjustment of aims set up for each subject in the curriculum. “Objectives” and “outcomes” have been two words much in evidence for a few years past. The curriculum-makers have been compelled to defend their objectives and the teachers the outcomes.

One of the most vigorous exponents of the movement looking toward revaluation and the recasting of the whole curriculum has been Dr. David Snedden. His recent volume¹ serves to bring together in an exceedingly interesting group several of his articles which have appeared in educational and popular journals. These reflect, of course, his thinking in this important field of educational endeavor.

The title of the book suggests, in the main, the basis for his contentions. He maintains that traditionalism has thus far determined the subjects now found in the curriculum, and individualism the vague outcomes. All of this is wrong. He would find the aims in the needs of society, and utilize psychology as an instrument for their guidance. He says:

The time is ripe to begin a careful examination of the possible contributions of sociology and social economy to education. From sociology must come answers to the question, What shall be the aims of education? From psychology must come answers to the question, What is the educability of the individual? and, How shall we best instruct, train, or otherwise educate toward predetermined goals? [p. 15].

We can have no satisfactory set of working principles in the construction of curricula until we possess fairly acceptable analyses, qualitative and quantitative, of the *values* of social life [p. 19].

Sociologists and educators are to co-operate in the discovery of social defects, social needs, and social values. The objectives derived therefrom must be as wide as life itself, and so fluid as to flow in every current of social life. It is admitted that with our present knowledge only beginnings can be made, but these may serve to break down prejudice and tradition. Our present schools may well be extended and readjusted to meet certain needs, while new types of schools with “specialized aim, equipment, and supervision

¹ DAVID SNEDDEN, *Sociological Determination of Objectives in Education*. Philadelphia: J. B. Lippincott Co., 1921. Pp. 322.

may have to be created, especially for vocational education, continuation school education, and the like."

The chapters dealing with the junior high school and the senior high school are especially significant. The interest of the author in broadening education to take in all of life enables him to set up possible curricula, to differentiate aims, to adapt them to vocational purposes, and to set forth present defects in a manner which is stimulating in the extreme.

The burden of the message of the book is that we have been too thoroughly bound by tradition; that prescribed courses fail to take cognizance of individual and social needs; that the schools of America must recognize American originality and American energies, and in so doing break from the ancient traditions. Her schools must minister directly to her own development.

It is from this position, then, that he discusses the objectives of mathematics, physics, history, and the graphic and plastic arts. The chapters covering these topics are worthy of study on the part of every teacher, and would prove of interest to the layman as well.

But the confirmed interest of the author in the problems of vocational education impels a consideration of that topic. The treatment is generous and based again upon his principal premise, which has been pointed out above. One who reads these chapters is impressed with the obvious sincerity of his treatment as well as with the breadth of his vision.

To the standpatter the book will be unwelcome; to the progressive and forward-looking teacher and citizen, it will be a stimulus and an inspiration.

R. E. WAGER

New spelling texts.—One of the outcomes of the educational measurement and standardization movement has been the reconstruction of certain parts of the course of study. In the field of spelling the scales which have been devised have emphasized, first, the proper selection of words which will be actually needed in written work and, second, the careful gradation of these words according to their difficulty. The logical outgrowth of such works is the construction of a new course of study in spelling which embodies these essential ideas. A new series of spellers¹ by Superintendent Lewis of Rockford, Illinois, furnishes an excellent example of the application of the results of investigations to the problem of constructing a textbook.

The words for these spellers were selected as follows: Under the direction of the author an investigation was carried out at the State University of Iowa, having for its purpose the selection of a common-word vocabulary. An analysis was made of 3,723 business and social letters which showed a total of 3,000 words which were used five or more times. This list of 3,000 words was made the basic list for the spellers. To it have been added 1,000 words taken from the spelling lists of Ayres, Cook and O'Shea, Pryor, Starch, and

¹ ERVIN EUGENE LEWIS, *The Common-Word Spellers*. Boston: Ginn & Co., 1921. Book One, pp. x+150. \$0.56. Book Two, pp. viii+184. \$0.60.